

THE EVERGREEN STATE COLLEGE
Excerpt from the 2002 Alumni Survey of the Class of 2000-01

OLYMPIA SOCIETY, POLITICS, BEHAVIOR, & CHANGE SUBSET

The overall response rate for locatable members of the class of 2000-01 was 31%. Respondents identified their primary areas of study as presented in the following chart.

Primary area of study (concentration) at Evergreen	Total N=293
Social Sciences	(N=95) 32.4%
Humanities, Language Arts (Culture, Text & Language)	(N=54) 18.4%
Environmental Studies	(N=38) 13.0%
Media, Visual Arts, Drama (Expressive Arts)	(N=36) 12.3%
Science, Math, Computers (Scientific Inquiry)	(N=36) 12.3%
Liberal Arts/Interdisciplinary Study <i>(this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts")</i>	(N=22) 7.5%
Native American Studies	(N=7) 2.4%
Other field: Education	(N=4) 1.4%
Other field: Midwifery	(N=1) 0.3%

The following data include only responses from students who primarily attended the Olympia campus and who identified Social Sciences or Education as their primary area of study or among their primary areas of study at Evergreen. 101 alumni respondents met these criteria.

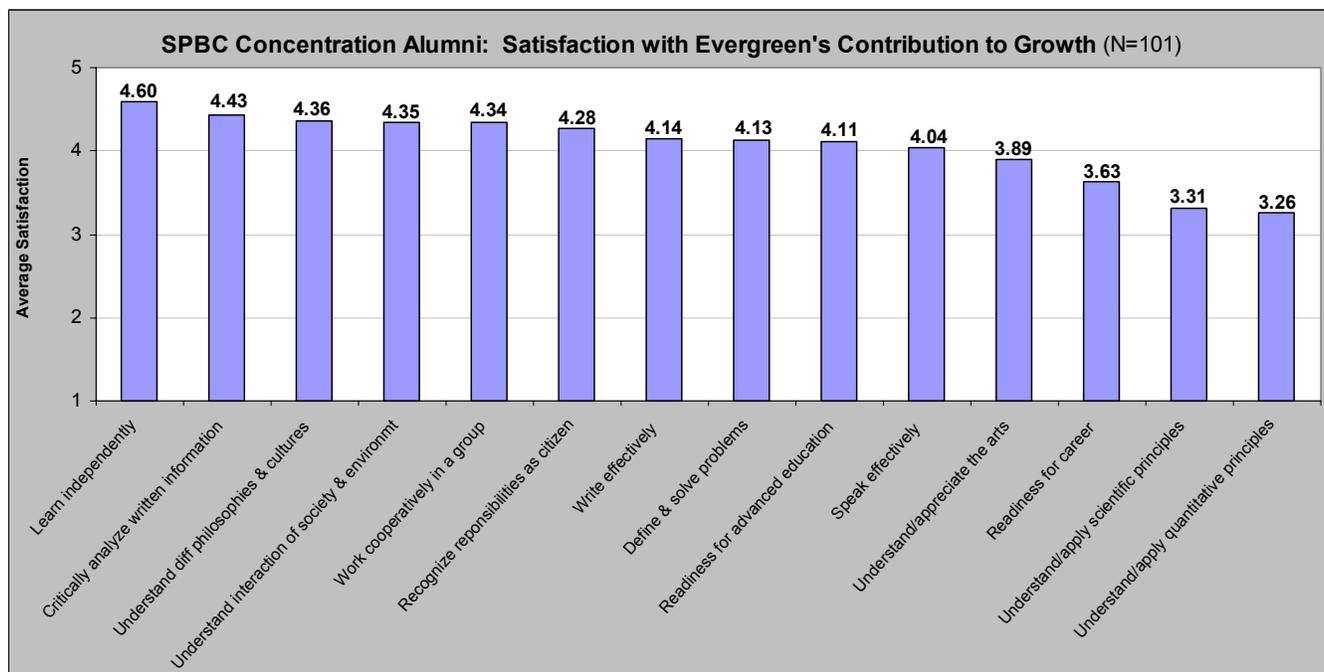
- 10.9% of the SPBC respondents were alumni of color (N=11).
- 66.3% were female (N=67); 33.7% were male (N=34).
- 1 student earned a B.S. degree, and the other 100 earned B.A. degrees.

Evergreen's Contribution to Academic and Personal Growth

Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in each of the following academic areas on a five-point scale from 1=not at all satisfied to 5=very satisfied.

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Writing effectively	1.0%	3.0%	14.0%	45.0%	37.0%	1
Speaking effectively	2.0%	2.0%	20.0%	42.0%	34.0%	1
Critically analyzing written information	1.0%	3.0%	10.0%	24.0%	62.0%	1
Learning independently	1.0%	0	9.0%	18.0%	72.0%	1
Understanding and appreciating the arts	5.1%	5.1%	18.4%	38.8%	32.7%	3
Understanding and applying scientific principles and methods	7.7%	15.4%	30.8%	30.8%	15.4%	10
Understanding and applying quantitative principles and methods	9.6%	10.6%	41.5%	21.3%	17.0%	7
Defining and solving problems	0	4.0%	18.0%	39.0%	39.0%	1
Working cooperatively in a group	2.0%	2.0%	11.0%	30.0%	55.0%	1
Readiness for a career	4.0%	16.2%	22.2%	28.3%	29.3%	2
Readiness for advanced education	2.0%	7.1%	20.4%	18.4%	52.0%	3
Understanding different philosophies and cultures	1.0%	3.0%	8.0%	35.0%	53.0%	1
Understanding the interaction of society and the environment	1.0%	1.0%	13.1%	31.3%	53.5%	2
Recognizing your rights, responsibilities and privileges as a citizen	2.0%	2.0%	12.0%	34.0%	50.0%	1

The mean satisfaction rating for each academic area was calculated and the results are presented in the next chart. SPBC alumni were most satisfied with their growth in learning independently, critically analyzing written information, understanding different philosophies and cultures, understanding the interaction of society and the environment, and working cooperatively. This group was least satisfied with their growth in understanding and applying quantitative and scientific principles. Average satisfaction for every area of learning growth fell above the “somewhat satisfied” midpoint of the scale for this subset of alumni.



Note: Satisfaction was rated on a five-point scale where 1=not at all satisfied, 2=little satisfaction, 3= somewhat satisfied, 4=mostly satisfied, and 5=very satisfied.

Satisfaction with Evergreen Experiences

Alumni rated their level of satisfaction with a series of Evergreen educational experiences. They rated their satisfaction on a four-point scale from 1=*very dissatisfied* to 4=*very satisfied*. They also had the option of indicating that they *did not participate* in a particular experience.

All of the alumni who indicated a concentration in Social Science or Education (100%) indicated that they had participated in interdisciplinary education, received narrative evaluations from faculty, and had intellectual discussions with other students. Nearly all of these alumni (99%) reported exposure to different or opposing viewpoints and participation in self-evaluation. 97% received academic advice from faculty. Participation in other educational experiences were somewhat less universal.

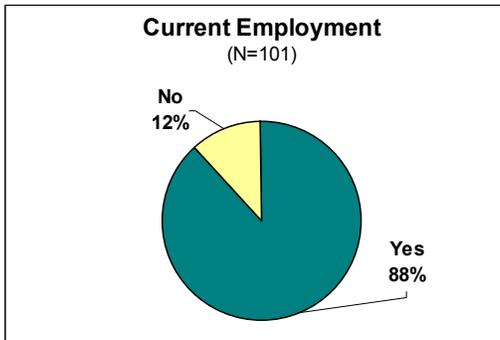
- 81% participated in contracts and other individual work with faculty
- 65% participated in opportunities for advanced work at Evergreen
- 61% participated in community service or volunteer work
- 52% participated in a culminating senior experience
- 52% participated in internships
- 17% participated in study abroad

Average ratings of satisfaction were calculated for each experience, excluding the alumni who indicated that they had not participated. Evergreen’s interdisciplinary approach to education was the highest rated area, and opportunities for advanced work were rated the least satisfactory in this series. As evident in the following chart, the means for all items fell on the satisfied region of the rating scale (mean score above 3.0).



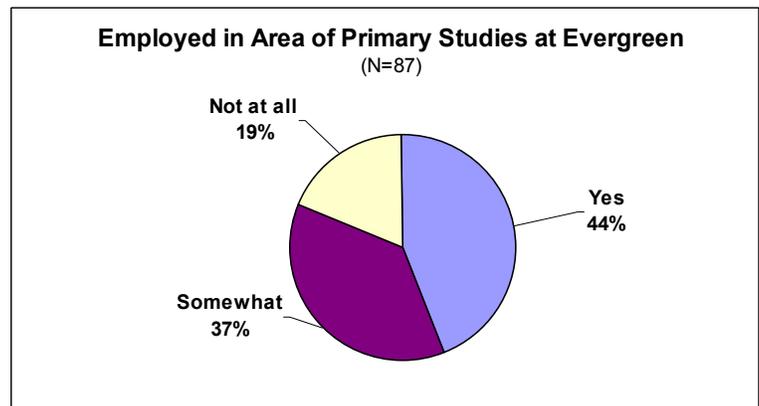
Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

Alumni Employment Data



88% of the SPBC concentration alumni were employed one year after graduation compared to 87% of all alumni respondents.

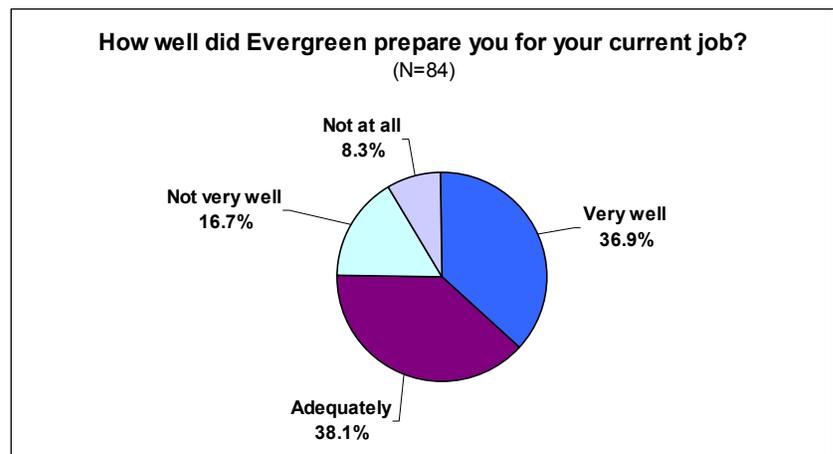
Of those who were employed, 81% of the SPBC alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen.



The 87 employed SPBC alumni selected one category from the list below that they felt best described the type of work they were doing one year after graduation.

Social services/political or community organizing	31.0%
Teaching/Education	16.1%
Business support (office manager, financial, clerical, etc.)	13.8%
Business Administration	12.6%
Medicine/medical technology/health services	5.7%
Sales/service/restaurant work	4.6%
Agriculture/horticulture/landscaping	3.4%
Expressive arts/media	3.4%
Computer programming/data processing	1.1%
Environmental work	1.1%
Law Enforcement	1.1%
Natural sciences (biology, physics, chemistry, math, etc.)	1.1%
Skilled trades (building construction, plumbing, carpentry, electrical, etc.)	1.1%
Not indicated	3.4%

75% of the SPBC alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Graduate or Professional School

Of the 101 SPBC alumni, 19 were attending (or had been accepted to) graduate or professional school within one year of graduating from Evergreen. Five were enrolled in Master of **Public Administration** programs at Evergreen, City University, and the School for International Training. Four others were pursuing degrees in **Education** at Evergreen, Western Washington University, City University, and Lewis and Clark College. Four were enrolled in **Clinical or Counseling Psychology** programs at Antioch University, Argosy University, and Chapman University. Two were enrolled in **Law** school at Seattle University and City University of New York. The remainder were seeking degrees in **Social Work, Business, Medical History and Ethics, and Educational Counseling** from the University of Washington, University of Nevada, Walla Walla College, and Oregon State University.

All nineteen alumni reported that Evergreen had prepared them “adequately” (32%) or “very well” (68%) for their graduate degree programs.

The SPBC rate of 19% is a bit higher than the 17% of all alumni respondents who entered graduate school within one year of graduation. Furthermore, 81% of those who had not yet attended intend to apply to graduate school in the future.

APPENDIX: Social Science and Education Concentration Alumni Narrative Comments

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors?

Ability to analyze both sides of a situation/scenario to arrive at a better conclusion.
Ability to think independently; Ability to learn and apply what I've learned Ability to communicate. An ability to acknowledge my unique story and choose what I love in the world.
Analytical thinking, communication skills, understanding and interacting with others
As an older returning student, I brought many skills with me. The main things that helped me were the upper level classes that I took which I couldn't get at the community college.
Awareness of others, appreciation for diversity, open mind
Communication, racism/white privilege awareness, historical context for the power relationships in the world today.
Communicative skills, analytical skills, self motivation
Cooperation; team leading; communication, both verbal and written
Critical analysis
Critical analysis/thinking, working in groups, good listening skills, able to be self-motivated
Critical reasoning/analysis; better understanding and appreciation of diversity. Increased desire to write- and write well! My 2-year involvement as a medical assistant in the student health clinic provided me with excellent hands-on training that is easily transferable to varied community medical settings. My personal interest in energy work and hospice/end of life issues were enriched through several classes and especially through several independent contracts that turned out excellent!
Critical thinking skills; Broad perspectives on different cultures, heritages and places; writing skills; comfort in talking in front of a group; knowledge of alternative resources
critical thinking skills; organizational skills; public speaking
Critical thinking, and reasoning skills
Critical Thinking, Independent learning, research skills, writing skills, ability to relate to many different types of people
Critical thinking; group/teamwork; research and application; self evaluations; writing skills; applying business organizations to larger universal areas, such as environment, family, and comparative thinking
Diversity in team projects
Doing the research and writing for papers and also the presentations.
Environmental awareness; Independent learning skills; Understanding different philosophies
Evergreen changed me for the better in so many ways. I'll try to mention just a couple. First, it taught me to break down the departmentalization that prevents from approaching experiences with our whole person (e.g., denying personal experiences in the context of work). Second, it taught me to value diversity, on many levels, but primarily when it comes to ethnicity and socioeconomic perspectives.
Evergreen enhanced and expanded my critical thinking skills. Heesoon's Multicultural counseling program developed my ability to provide empathy and made the experience richer.
Evergreen gave me room to grow personally so that I could develop intellectually and I now feel I have a confidence instilled within me, which carries me into new experiences. This is a direct result of the nurturing I received from my professors at Evergreen; the interdisciplinary approach itself, and the flexibility of campus policy that allows artists and thinkers to ebb and flow.
Evergreen helped me to be a better public speaker and to think critically about information in the media.
Evergreen really helped me to hold on to my ideals. The work I am doing now has the potential to make me jaded but I think I'll make it through w/out forgetting how I want to see the world change for the better.
Flexibility, open-mindedness, persistence (it took me 10 years to finish due to job, family and chronic illness), strength in research, writing and working independently. Courage to follow my own interests

Graduate level work and research projects. It also allowed me to present at WPA Conference. This helped me with graduate school.
Group skills; ability to work w/superiors comfortably-approach w/concerns, ideas, etc.; ability to design own courses of action, study; SENSITIVITY TO ALL TYPES OF PEOPLE/BACKGROUNDS/CULTURES
I acquired better communication skills, which supports both my professional and personal life. My writing skills improved from attending Evergreen, which enables me to articulate myself on paper and verbally. I think it just really taught me to put as much into something as you want to get out of it. Effort and focus creates manifestation!
I am so confused now, I don't know what would be useful or not. Since Evergreen, I have lost all interest in my career. All I cherish from school is my philosophical perspectives and my faith in humanity.
I believe in myself, my opinions, observations, and leadership abilities. The job interviews that I have participated in have all been positive, and future employers are impressed with my abilities in critical thinking and grasp of the situation and solution.
I believe research and the writing were the most helpful
I came to understand the dichotomy of the cultural heritage. I learned that being different is an advantage and racism directed toward me is an ingrained, learned response to differences based mostly on fear or jealousy.
I developed great critical thinking skills, which are useful in all aspects of life. I also learned how important independent media and alternative views are to uncovering truths and gaining new understanding about our society and the world around us.
I found my "voice" at Evergreen. I am now working on making it not tremble- when I am passionate about a topic in a meeting and in disagreement with others.
I found out that people who really care about other people can be young-very young- and I knew then that what I always did was so right and I would continue forever.
I gained a lot of experience in doing presentations, and also in writing articulately, and being able to analyze a piece of writing. I gained a lot of computer experience, and gained research skills. The library and its staff were great.
I gained an overall better way of critically thinking about issues and the ability to see things much deeper than pre-Evergreen. I believe I strengthened my writing skills and started reading books for leisure rather than only when prompted.
I learned excellent research skills. The papers that were required helped me to continue working on my research and writing skills. Seminar helped me to feel more comfortable expressing myself in a group situation, which I had always felt uncomfortable with. I also feel that my experiences at Evergreen have helped me to really look at all aspects of a situation, and to a certain extent "think outside the box".
I learned how to budget my time and prioritize.
I learned more about myself (meaning maturing) than anything else. It was terrific!
I learned to communicate and open much more discussions in my last year at Evergreen. This has helped me speak up when I have needed my needs met at work. In addition, the multicultural Counseling Program helped me be a skilled listener so that I can really be there for the individuals I serve everyday. Learning from others has helped me quite a bit with dealing with difficult individuals because I put myself in my "clients" shoes and see how they struggle and live their lives.
I teach interdisciplinary science education, teaching in many fields that I have limited knowledge. Evergreen taught me to go out, find answers, research and present. I also have to draw together many topics and relate them to the public. Evergreen showed me the connections between all types of science, education and life
I think it taught me to attempt to think "out of box"
Increased awareness of issues important to others, became less self-centered. Increased inner picture of my artistic abilities and goals. In group discussions I learned that my comments are not always necessary to be spoken. On the other hand, sometimes it was critical to speak up because of my age perspective. More self-leveling evaluation, on-the-fly.
Independence, critical thinker!
Individual learning contracts and internships.
Interpersonal skills
My ability to work with others and to do substantial research.
My research skills- analysis of data, source materials, and critical thinking about background materials what questions to ask.

My writing and speaking skills improved tenfold. Obviously, my handwriting did not. I do not hold TESC accountable for this. Because of my “Evergreen Education,” I believe, I became a much more flexible and resourceful individual. I’ve never found a “failure” since Evergreen, only an opportunity to solve a problem differently.
My writing has improved tremendously. My ability to communicate effectively in writing is an important part of my profession. My critical thinking has also become more highly developed
New teaching methods. Seminarizing is a wonderful method of teaching. Appreciative inquiry for problem solving is another useful tool.
Objectivity and reasoning, analysis (critical) skills, writing, independence, advocacy skills, so much
Open to discuss issues from all sides with a goal to reach a common solution or understanding.
Open-mindedness is one of the best qualities I obtained at Evergreen. The ability to judge someone by their words, not by their appearance, is a special gift.
Organization; conflict management; leadership; presentation/public speaking
Patience, critical reasoning, logic, writing skills, orator
Patience, linear thinking for writing, research
Patience, persistence, and passion without apology
People skills, talking- communication
Public speaking skills and how to share my ideas, at times controversial topics, with others in the work place.
Public speaking, ability to work in groups, and communicate effectively
Reasoning and critical thinking
Relating to people; thinking about young people; political interest/awareness; social consciousness; analytical thinking
Self appropriated learning
Self Directed Learning, Leadership
Self-discipline, critical thinking, group process management
The ability to learn new subject.
The ability to make Science an interdisciplinary study. The ability to relate well within a culture of a different race, religion, and socioeconomic level. The importance of imparting critical thinking skills to others.
The ability to really listen and understand and use other peoples points of view.
The ability to research information, resources, etc.; public speaking, group working skills, problem solving
The ability to speak in front of groups. Seminars helped me to organize my thoughts, be relevant, and develop more confidence. Also my critical analyzing skills were developed and I find it very helpful.
The ability to think abstractly, creatively, and intelligently. My time at Evergreen helped boost my self-confidence to the point that I felt able to take an active role in forming my own opinions and being able to communicate it effectively
The computer and typing skills that I developed at Evergreen are especially useful in my current endeavors.
The critical thinking skills acquired have enhanced my communication, both verbal and written, which are especially useful in my current endeavors.
The leadership qualities and independence I took from my years at Evergreen are invaluable. Evergreen forced me to take control of my education. The independent contracts and internships I did taught me so much and have contributed to my current endeavors.
The seminars helped me learn to express myself and to feel more confident. Evergreen gave me encouragement to learn and explore outside my regular closed box. It opened up new ideas.
To equally weigh issues from conflicting viewpoints- to think for myself and draw alternative conclusions- let the imagination take over when critically analyzing social symptoms, etc.
To look at the big picture of anything and try to relate it to information I’m familiar with to make the best decision
To search for info when necessary
To work independently but also as part of a team. To value other peoples’ opinions even though they may be different from mine. To be organized at all times
Tolerance and ability to better manage my time.
Tolerance, acceptance of all viewpoints, group projects/group presentations, public speaking.
Working as a team member to achieve my goals. My goals are for cultural preservation, so this strength has been particularly wonderful to exercise as a competitive attitude can disable you in this field.

Working independently, communication skills, utilizing community resources, making connections with agencies, working with diverse communities voicing my opinion, recognizing that I am capable of thinking independently and speaking articulately. Internship/contract work gave me skills in the social services that are very applicable to my career goals. I volunteered in a juvenile detention center, a sexual assault prevention center, and a self-defense program.
Working together in a group/team environment to accomplish a goal. Preparing for employment (future) to work w/public health in some effective way. Writing/ communication skills were built at Evergreen as well.
Writing! It's remarkable the head start I have vis-à-vis other law students when it comes to writing effectively. Critical thinking
Writing, art, communication
Writing, working cooperatively

If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?

A better connection between Evergreen academics and extracurricular activities would be a nice addition. I'm beginning to realize that I didn't take advantage of many resources that were at my fingertips i.e. sports, drama groups, physical fitness facilities.
A course which teaches gaming, business, and casino-related topics.
A little more in depth evaluation from faculty. Also I wished I had taken advantage of some of the programs Evergreen offered.
Academic Advising Office was unprofessional and unhelpful. One woman that I saw there routinely started appointments very late. I had gone to see her about internship advice and she ended up going on and on about how I needed to learn how to drive and get a car, this was very random, irrelevant, and frustrating! Seminars were often unhelpful, as faculty didn't keep them on subject and people treated it as though it were a group therapy session.
Allow for a more interdisciplinary experience by linking arts, social science, hard science, and cultural studies in all programs or throughout an individual's education
Anthropology with a focus in archaeology is not very popular at Evergreen. There are no specific courses or programs to take. I strongly feel that teachers, counselors, and students should work together to achieve a complete and effective course plan, so that the student interested in a career that is not standard to Evergreen will still graduate with course plan that would be sufficient at a traditional school and thus allows you to enter graduate school. I say this from experience, though I do have an exceptional amount of advanced level training, as an undergraduate who is trying to get into grad school, I am finding that I am missing some of the basic 101 anthropology courses that should have been fulfilled during my undergraduate studies. I am having to make up these courses. I think it should be mandatory for every student to have advice with a counselor. It is very important to hear their concerns; they have the experience.
As a transfer student I worked hard on my course work – but I should have had time to use Career Development Office counseling better – particularly with deadlines for grad school admissions. One-year transfer student, motivated to graduate and make the most of the Evergreen experience; somehow didn't utilize the career resources that Evergreen offers. Also, I wish there was a job fair (HeHeHe, FBI, CIA, NSC, HOMELAND SECURITY) both diverse and resulting in jobs.
At times I wished the teachers would have lectured more and given us more information about the subject matter.
Attitude and image – a small number of students reflect on the overall appearance of the college. After attending Evergreen I truly realize what a great learning environment this college is. I would like to see a change in the way the community accepts this institution. Respect for others is discarded based on self beliefs.
Availability of administrative resources such as registration, student accounts, and counseling outside of normal business hours. Timely processing and delivery of official evaluation forms. I often received my eval at the end of the next quarter. This caused me problems since my employer required a copy of my letter grade or eval form signed by the instructor, prior to being reimbursed for tuition.

Before I ever even applied to Evergreen, I spent time researching my options. I went to the council office and talked to 3 different people regarding my plans for attending Evergreen. I asked for a way to ensure I was not going to be lacking in any requirements to continue my education after Evergreen, but was informed they had nothing that would outline any requirements. This was/is still frustrating.
Better communication between internships and professors and students.
Better understanding of surrounding community. Classes in Olympia, sporting events @ local high schools, class @ high schools
Create/recruit a more diverse student/faculty community (race, ethnicity, gender identity, sexual orientation). Make the reciprocal transfer arrangements with local community colleges more clear. Very clearly define the “upside down” arrangement.
Evergreen needs to have much more diverse campus (racially/culturally). There also needs to be more mixing of the arts and science departments. I also never understood why the EF exchange students were kept separate from the rest of the student body.
Faculty have a significant impact on the quality of a class. It would be helpful to have information about each professor to make more informed decisions when choosing programs. I wish I had had more time there!
Financial Aid office is disorganized, and unsympathetic, even when they screw something up. There is a consistent inconsistency in Evergreen’s “tolerance.” There is no tolerance whatsoever detectable for the Right (politically), traditionalists (I <u>do not</u> mean bigots), or for Christians. This does a grave injustice to the diversity of the student body.
For the last year, I had very little contact with the campus/my choice. Emailing and attachments were a problem for distant learner such as myself.
From my perspective as a recent graduate, the one aspect I would change is seminar. I think it’s a wonderful idea but extremely difficult to make it successful. I don’t know if I can ever remember walking away from an Evergreen seminar satisfied. I think a combination of more direction from faculty and a more structured form of seminar for core classes would be helpful.
Get rid of some of the dead weight faculty that should retire. They are burnt out.
Go lighter on the socialistic attitude- political agendas should not be a part of each class. Try to change the local areas perception of TESC- I am proud to be a grad from there but many make fun of the “greeners”.
Graduate courses available at the Tacoma campus. The Olympia campus is not ethnically diverse.
Have more business classes.
I feel that the seminars need to be more structured by the instructors. More instructors I had allowed students to get <u>way</u> off the subject matter. They also often allow one person to repeatedly dominate and use way too much time up in seminar, and often never encourage quiet students to take part.
I needed more direction from the beginning. An advisor assigned would have been nice. More definite set-out courses of study to be better able to define my major (compared to other schools). More definite emphasis on Senior Thesis- especially upper division classes where this is the focus.
I personally can not think of any major changes about Evergreen except maybe having more interaction activities with EF students. I think I could have learned from these individuals more if I had some motivational programs to get to know them. Overall, I would not change anything about Evergreen.
I think Evergreen should offer a masters program for social science students, whether MSW or MA. I would love to continue my studies there. I also would like to see a dedication to safety. I know that there were problems with campus safety while I was a student. I think more classrooms with windows and less fluorescent lighting. It was often difficult to sit through classes in many of the buildings.
I think that Evergreen is a wonderful school for self-motivated people, you can get as little or as much as you wanted, and still graduate either way. I wish that for the people who aren’t self-motivated, and could use a little push now and then, that there were advisors that checked your progress along the way. Someone who motivated and inspired you and pointed out the all the opportunities available, because I really wasn’t aware of all my options. I think computer skills could have been pushed a little more. The staff at the Computer Lab could be more approachable and nice and helpful.
I took a lot of pre-law, political science, public policy classes, if a little bit of these or one had touched on statistics a little, I think that would have helped me. I think I may have to take a statistics class at the community college, because I feel it would help me at work.

I wasn't much interested in going to college when I went. Not Evergreen's fault. I couldn't figure out how to learn the things I wanted to learn while at Evergreen. I felt alienated by the political/intellectual environment of Evergreen
I wish I had spent all 4 years at Evergreen!
I wish I was more focused on what I wanted to study. I wasn't certain until my final year at which point it was a little late. Maybe if I had attended TESC for all 4 years this would have been different.
I would change the administration of Evergreen such that it supports the work and goals of the faculty and students as opposed to hindering it. For example, my experience with registration as well as the experience of many friends, was at best unpredictable and at worst rude, unhelpful, and inconsistent.
I would change the attitude of the Career Development Center. When they couldn't help me, they didn't point me in the direction of someone that could. I didn't need much help and what I needed help with they didn't help me on. I'm glad you changed the policy so that students can take 20 credits. Evergreen needs an advanced course in mathematics for economists. There need to be more mathematics classes in general, and students need to be told how much math is needed in jobs and graduate school.
I would change the workload. It seemed at times overwhelming, and I think we could have still learned without being so pressured with readings, presentations, group projects, and other assignments all at the same time.
I would create a Toast masters-styled speaking lab so working-class/minority students would have an opportunity to develop their interpersonal/discourse skills in a therapeutic environment. I would create a world-class Masters in Writing program or a Mental Health Professional program.
I would have liked more "explaining" to the community of why the students dress and look different and try to educate the community to be more understanding of the Evergreen student.
I would have offered/expanded the business program
I would have studied abroad and I would have looked for jobs during my senior year
I would like to see Evergreen offer a Master's degree in clinical and/or counseling psychology
I would love to be able to pursue a graduate degree in film/video/communications. I think TESC is the perfect school to offer such an academic program.
I would make a clearer distinction about upper division classes. I found that in botany courses, social science courses, and part time classes designed as upper level, no prerequisites were required or prerequisites were not enforced. Students in these classes weren't prepared to engage on an upper level.
I would offer more programs to enable a student to fulfill MIT pre-reqs. It became challenging to acquire what was needed by taking full-time programs, half-time and 4 credit classes, rather than having specific full-time programs that have all that is needed over a 2-3 yr. time period.
I would offer more weekend classes.
I would really like to see a multi-cultural counseling masters or Ph.D. program at Evergreen. It is a need that <u>has</u> to be addressed
I would require more of the traditional undergraduate classes like math, science, oral communication, history, and political science. I had the leave Evergreen to get these basic education classes, (but then I came back to expand of them).
I wouldn't have graduated yet
Increased entry requirements that raise the quality of the students. At least 75% of my classmates did not prepare for class and made little to no contributions.
Informing students of their responsibility to school and workforce, that it is equal. And the need to research job interest 1 st day of school for future job placement. For example, I type 35 wpm and jobs require 50 wpm.
It is most problematic to travel back into time-not? Why, if ever given the chance, distort the distorted- get me here? However, TESC should direct social science majors/liberal arts students in the direction of grad school- for myself that is the only lack in LA knowledge- to further it!
It think it would be beneficial to have freshmen (the right out of high school ones) be required to see an advisor
Letting certain students overpower discussions and ruining the education process for others because of their adamant opinion. The negative community response to Evergreen.
Make faculty evaluations weigh more in continuing of faculty at school. Different graduating system because some teachers are getting away with students failing grades/exams but giving passing evaluations.
Mark Levensky is <u>NO</u> teacher- very bad experience in his class

More advanced courses that work better for grad schools
More advanced level undergrad work opportunities in social science.
More community-based “ <u>positive</u> and <u>legal</u> ” activities. TESC needs local support and May Day protests distracts from that support and damages school’s credibility. Less anti-establishment whining and additional critical thinking, solutions, and conflict resolution (with <u>respect</u> for differing opinions).
More garbage cans; required advising for all students in SASS
More part-time graduate studies for teacher’s program/masters (weekend and evening)
More student control over decision making process
More support and direction through academic advising. Counselors are not knowledgeable.
My focus at Evergreen was psychology. I definitely feel like I did not receive the background in psychology that I will need to go to graduate school. I always felt that there were not enough opportunities for those interested in Social Services. However, that is probably because it is a liberal arts college. ☺
Our community’s opinion of TESC needs to be more positive.
Quality of instructors varies from wonderful to dismal. Honest feedback cannot be given to an instructor if you need that teacher’s help with contracts or letters of recommendation in the future (speaking of negative feedback). The physical plant significantly hampers learning. Cold or hot classrooms, noisy fans, broken furniture, dirty public gathering spaces.
Required appointments with career and academic counselors. Community service/volunteerism should be required, especially with the “world view” image TESC projects onto the school and community. Senior culminating experience should be required, or at least brought to every senior’s attention.
Seminars
Some people at TESC work very hard, some do not- yet often we end up with same credit/degree/reputation. Self eval/teacher’s eval of student’s work- some are really detailed some are very short and general- I once had a MadLib eval- the prof circled appropriate adj. and had assistant type “Student did poorly/ <u>average</u> /well/outstanding on written/ <u>oral</u> paper/ <u>presentation</u> ...”
Sometimes it was a bit difficult to “plan” my classes, because: I was a part-time evening student; there are fewer classes for students to choose from who want to work and go to school; and very few classes are repeated with any regularity. If I missed taking a class, then I did not know if I could take it at a future time.
Speak more in terms of diversity as a personal sense. It is everywhere at Evergreen, but it seems to be so abstract. We really don’t learn a lot of details about people from different backgrounds (i.e. how is their life different?) without the drama attached to it.
Student-teacher relationship, it’s abusive. Library and computing resources; they suck! Vocational training needed. More diversity. Stop the brainwashing.
Talking about how TESC education relates to a career at least a little bit. If a student is studying X what are some of the options they have in the working world? Stop talking about TESC being aware of cultural/political diversity. For the most part it’s a bunch of left winged kids. I’m one of them, but I’ll tell you I was challenged more at SPSCC than at TESC. There I was required to defend my side, my opposition’s side and a negotiation. Saying “I can’t defend something I don’t believe in” was not tolerated.
Teachers setting it up so there was less of an incentive to b.s. about the work they <u>didn’t</u> do. I know a lot of Greeners that rarely did the reading. More qualitative work would help.
TESC should allow or even encourage a grocery outlet within walking distance of campus. The library should be open late at night and during the break between quarters. The need for the faculty may diminish during some of these hours, but the need does not cease to exist. I have been frustrated more than once because the library on the state college campus was closed.
The art classes should be more open to freshmen.
The Career Center is unhelpful, the advisors unknowledgeable and do not seem to want to help. They (the advisors) should show true interest and concern, not just ramble on about themselves.
The classes I had at Grays Harbor were limited in subject matter. Business degrees are interesting to a few, not all. Also, we were given the same teachers repeatedly in Gray’s Harbor. This limits subject area content and the rich learning experience that Evergreen has to offer. Let me add however, the teaching was excellent, just not varied.
The classes need to be more rigorous and traditional to allow for the skills needed for upper division work.
The enrollment staff (registration) doesn’t seem to consider students customers. My experience when registering was always a little negative, they don’t seem to like students. Maybe training...

The part-time studies program needs work! There really isn't much of an interdisciplinary approach in these evening programs. I also feel that the part-time studies faculty was often not as committed or interested – they frequently expressed lack of support/connection from TESC. In one disastrous class at night, it was blatantly obvious that the faculty really knew nothing at all about TESC's philosophy and style! She quit halfway through the quarter!
The tendency for people to just shout at each other rather than engaging in constructive and healing dialogue.
There are very few advanced programs at Evergreen unless a student hooks up with the faculty member and does contract work, it is hard to specialize and develop past an average point. I would implement some seminar coaching or training tools to use in seminar, facilitation skills. It seems you have to just learn as you go along, which is fine, but could be more productive. More 12-credit classes and more 4-credit art classes- especially ones that go past beginning level. At least one mandatory meeting with Academic Advising and Career Development Office.
To have a deaf education program within the education track. I had to have an independent contract for the 2 yrs. that I was there. This was great because I got a lot of one on one work with my teacher but it would have been nice to have had peers to share my experiences with.
Too liberal- let anything go from students and prevents students from learning and feeling comfortable
Updated classrooms
Use a GPA and more focused areas of study

The Social Science and Education concentration alumni of 2000-01 identified the following individuals who made a special contribution or genuine difference to their educational and personal growth at Evergreen.

Alan Nasser; EPIC
All of my professors, Dr. Virginia Hill, Dr. Dean Olson and Ms. Cynthia Kennedy are wonderful, helpful individuals who truly care about their students. I will forever remember their kindness, good advice and intellect.
Ann Storey and Sarah Ryan
Anne Ellsworth
Art professor Lucia Harrison.
Bill Arney!
Brian McMorrow was probably the most wonderful teacher I have had in all aspects. David Rutledge was by far the most interesting and profound. I have learned so much in his classroom. Jeb Thornton was the one contact that I had with the office. He personally guided me through all the college paperwork stuff. Without his help, I believe I would not have made it.
By far, I will never forget Larry Mosqueda. I will forever be thankful to him for everything he taught me and for shaping the man I am now. Before I met him, I never believed I could have as much love and respect for someone who I spent such a short time with. I met with him for one year and he has affected my entire life.
Carrie Margolin gave me confidence in math and statistics. She is a generous and talented teacher. Ron Henson for willingness to meet students where they are at and for his passion for art history. Brian Price for his nurturing spirit and love of critical thinking and history. Ryo Imamura provided excellent material and high standards.
Counselor at Academic Advising.
Cynthia Kennedy and Pris Bowerman- both are outstanding!!!
Dan Leahy was a truly inspirational teacher and role model. Participating in Carol Minugh's Gateways program at Maple Lane was the best thing I ever did as Evergreen and the only opportunity for a truly diverse seminar. S&A provides good opportunities for students as well.
Dan Leahy, Tom Womeldorff and Angela Gilliam were some of the most wonderful faculty that I had the privilege of learning from. Dan Leahy's down to earth nature and activity in current affairs made him an easy to approach and a source for understanding what is going on in the world today. Tom Womeldorff, I've never seen such an enthusiastic professor. I loved his economics lectures! Angela Gilliam was by far the best teacher I ever had and the only one who I thought ever successfully led a seminar.
Dave Hitchens kind of acted as my advisor. He was a very understanding and kind man, plus a wonderful teacher.
Dave Hitchens, Stephanie Coontz, Therese Saliba –Excellent faculty in every aspect

Definitely. When I came to TESC with my husband in 1999 we took Political Economy and Social Movements with Dan Leahy, Peter Bohmer, and Dr. Cynthia Adcock. I had Cynthia for my seminar leader. She made my transition to the TESC format possible. I was fortunate enough to have Cynthia for the entire year that culminated in the third quarter with a class called Heroic Daughter. I authored a petition declaring Cynthia's acumen as a teacher that was signed by most of the class and submitted to the administration.
Dr. David Paulsen in the Science of Mind program supported me through the program. He is valuable to Evergreen
Dr. Heesoon Jun is the most influential person to date who has helped me understand the need for competent counselors to address the needs of under-served populations everywhere.
Dr. Jason Kilmer was an amazing instructor who first introduced me to the type of work I am doing now. Post-graduation, I contacted him with job related questions and he was very helpful. Interlibrary loan was very helpful, efficient. Health services office staff were great! They were so supportive and kind.
Dr. Mark Hurst, Kate Crowe, John Perkins, Russ Fox
Dr. Theresa Aragon and Mr. Neil Delisanti. Both of them provided support, advice, and help while understanding other demands in life but still maintaining a high level of performance expectation.
Each and every one had their own role in my development. Faculty, staff, and fellow students. THANKS!!!
Eddy Brown
Elaine Hyashi-Petersen, Dave Hitchens, Christine Licht, and Stacia Lewis
Faculty- Ernestine Kimbro
Frederica Bowcutt & Terry Hubbard
George Freeman
Helena Meyer-Knapp
Helena Meyer-Knapp, Susan Preciso, Carrie Margolin, Jules Unsel, Cindy Beck
Helena Meyer-Knapp, Susan Preciso, Heesoon Jun, Mark Hurst
Hirsh Diamant was a wonderful, insightful instructor, who went out of his way to make sure he was being a wide range of educational options to the lesson plans
Hirsh Diamant's class Arts and the Child was pretty much the only time I really felt interested/engaged/inspired by a class at Evergreen. I had many great professors, I just couldn't figure out how to learn what I wanted to at Evergreen.
I particularly enjoyed my classes with Joe Tougas, especially our trip to Mexico last summer. He has a very refreshing attitude about teaching and worked very hard to get all students engaged (thinking about and discussing) in class, while at the same time encouraging all points of view.
I picked the best classes for me without knowing a lot about them. Every class and every instructor opened my eyes to more and more of what I needed. I will never forget
I really appreciate all of the help the Academic Advising gave me, especially Deborah Rohovit. She helped me understand my credit standings and get me started in two internships. They do a great job.
I really appreciated all the staff of Evergreen, esp. Alice Nelson, Patrick Hill, Jeanne Hahn, Pete Bohmer, Lucia Harrison. Also- the Cascade system in the library is definitely great!
I really felt honored and grateful to most of my faculty that I was experienced at Evergreen. To name a few: Hirsh Diamant, Olivia Archibald, Justino Balderrama, Terry Ford, Emily Decker, Nancy Koppelman, and Anne Ellsworth.
I was also a Key student and found that to be very supportive.
Janet Partlow, who was a Physicians Assistant in the student Health Clinic- and supervisor/teacher of the student medical assistant program there- was invaluable for me! She not only trained me to be an excellent clinician, but she continually supported and mentored me as I explored avenues of personal interest within mainstream and alternative health fields. Also- Joli Sandoz and Emily Decker were superb faculty with regard to my writing and its development- their feedback to me on paper and in person was so relevant and professional. I feel strongly that Jolie and Emily offer the kind of instruction necessary for graduate level work/writing... something I didn't receive much of at TESC, unfortunately, in part-time studies.
John Filmer, Kelly Smith, Kate Crowe, Mary Pat Sullivan
Jovana Brown was a wonderful faculty person. She really helped me to look at a situation from different points of view. I consider her one of my mentors.

Joyce Stahmer in advising, Steve Stephens, Russ Fox, Paul Pritz, Rob Knapp, Carlos Diaz in the library (wow, don't wanna forget him), everyone in the printing shop.
Jules Unsel and Craig Carlson were very important to my education and personal growth. Both faculty showed a commitment to education that was inspiring. Open, honest and encouraging, Jules and Craig helped me feel more freedom to explore my abilities and interests. Their classes helped boost my self-esteem and my morale.
Justino Balderrama- for "setting it on the up and up"- all facts are "selected." Justino made my last Q at TESC a "self-head check" experience- helped me separate my "beliefs" from the "facts." Additionally, sometimes one just has to let be...
Justino Balderrama- outstanding professor. Cynthia Adcock- visiting faculty spring 2000- unbelievable teacher who should be on faculty.
Justino Balderrama, and Mark Hurst. They were great and encouraging and challenged me at the same time.
Larry Mosqueda, Stephanie Kozick, Terry Ford
Lee Lambert was a great instructor, and an inspiration and help to me choosing to apply to law school. I had a few instructors who were terrible, but I won't name names. Liza Rognas in the library was a great help to me.
Lin Nelson, Terese Saliba, Simona Sharoni, Lance Laird, Rita Pougiales
Llyn DeDanaan, Rita Pougiales. Llyn was the best, and I thank her for my wonderful experience. She always went way above and beyond. Rita is a wonderful teacher and mentor.
Marge Mohoric and Mark Hurst- two very educated, well rounded instructors. Open to all types of ideas and different perspectives, enjoyed learning from both.
Marge Mohoric- Business competencies; Dr Mark Hurst- psychology (SOS); both consummate professionals and genuinely decent human beings. Both dedicated to help each student learn. Life-long friends now
Marge Mohoric, Dean Olson, Brian McMorrow and all the business faculty
Mark Hurst (psychology), Joe Tougas (ethics/philosophy)
Mark Hurst, Helena Meyer-Knapp both gave me encouragement and permission to go beyond and to believe in myself. They believed in me when I was afraid. Deborah Rohovit
Mark Hurst, Kate Crowe, Don Bantz, Simona Sharoni, Deborah Rohovit at Academic Counseling, J.E.B. Thornton
Michael Pfeifer was a great help to me and was very encouraging to me, as I am an "older" student.
Most of the faculty were great to work with and learn from, but I think some of the greatest learning experiences came from the other students during seminar.
Neil Delisanti was the most influential
Professor Tom Rainey, Joyce Stahmer in student affairs
Ralph Murphy, John Perkins, Jeanne Hahn ... are amazing, fabulous faculty
Rebecca Chamberlain
Rita Pougiales was my final faculty at Evergreen. She was the main person who encouraged me to reach for my ideal job. She encouraged me to take on the challenges I faced in the work I did with violence prevention. She supported me as a student and was also a great role model in the way she advocated for others. Rita inspired me to follow my curiosity and to speak up for my self. Before having Rita as my faculty, I was afraid to really speak my mind and now I am confident that my opinion is valid and it's okay to stand strong. Rita also made it possible for me to explore a range of interests while taking on my internship. She was flexible and allowed me to create a final project that worked for me. As a result of that I now have the job I want, am involved in several volunteer projects and am satisfied with my post-college life!
Russ Fox!! Was a great mentor during my senior year group contract SOS: Community Development. He supported us and pushed us to challenge ourselves in all of our community work.
Sam Schragger is an amazingly dedicated professor. I can't thank him enough for his encouragement, devotion and enthusiasm, especially during Natural Histories (Botany, Biography and Community)
Sandie Nisbet is a professor I will always remember, for her feminist brilliance and her writing knowledge.
Sharon Anthony, Mary Pat Sullivan, Craig Carlson, Andy Brabban, Paula Schofield
Stephanie Coontz was by far the best professor that tested a student's ability. On top of that she was a caring professor.
Stu Matz was very willing to share his experiences and offer assistance with independent study projects. He allowed me to focus my studies on neuroscience and prepare for graduate school.

Susan Preciso- wonderful supportive faculty! As an older student, Ms. Preciso was instrumental in assisting me. Jolie Sandoz- fabulous teacher! Well organized, caring, and supportive.
Susan Preciso, Helena Meyer-Knapp, Marla Elliot, Jolie Sandoz top my list of faculty that have made a genuine difference in my education and personal growth at Evergreen.
The art teacher I had- Ann Storey
The faculty who had the greatest positive influence on me during my time at TESC are Rebecca Chamberlain and Doug Schuler. All of my faculty, with few exceptions, were excellent, but these 2 and their program had the greatest impact on my educational experience.
The last class I took at Evergreen was Health and Human Development. The class itself was pretty basic, but I was lucky enough to have Mukti Khanna, the last two quarters, as a seminar leader. Mukti was the only teacher that I felt took an interest in me. Mukti nurtured my love for alternative and holistic medicines. Mukti pushed me to push myself. I felt like I learned more in those two quarters than I had in four years. She even got me to teach a workshop, which is something I never would have done before!
The professors were very knowledgeable and professional.
There were many faculty members that made a difference to me in my personal growth. Hiro Kawasaki helped me my first year by giving me some advice about issues I was going through as the time, as a freshman. Heesoon Jun helped me see the value of a person I was to others in my class which in turn, led me to believe people in my personal also saw me a similar way. Last, but not least my boss at SAIL, Jane Fisher helped me to grow my self-esteem and was kind of a mentor or the two years I worked for her at Evergreen.
Theresa Aragon- amazing instructor
Therese Saliba my last advisor really made me push myself and question attitudes about cultures.
They all were great contributors to my academic and personal development.
Thomas Rainey has been my mentor, inspiration and a great support. Also, Simona Sharoni has helped my career.
Tom Grissom!!!! Sara Rucker in the academic advisor office.
Too many to mention
Toska Olson- She's the best
Two people stand out in my mind as making a significant and meaningful contribution to my experience: Craig Carlson and Tom Mercado
Virginia Hill and John Filmer. Virginia helped my writing tremendously. They both strengthened my analysis skills, and helped me have faith in myself.
Virginia Hill had an amazing influence on my Evergreen experience. Her teaching and personal guidance allowed me to broaden my viewpoints and absorb much more knowledge than I thought possible. Working with her was a wonderful privilege
Wendy Freeman at Career Development. Hirsh Diamant